DOCUMENT RESUME

ED 348 300 SO 022 523

TITLE	A Resource File for Social Studies in Utah. Level 1: Home, School, Neighborhood.
INSTITUTION	Utah State Office of Education, Salt Lake City.
PUB DATE	91
NOTE	268p.; For related documents, see SO 022 522-539.
AVAILABLE FROM	Utah State Office of Education, 250 East 500 South, Salt Lake City, UT 84111 ($2.45).
PUB TYPE	Guides - Classroom Use - Teaching Guides (For Teacher) (052)
EDRS PRICE	MF01/PC11 Plus Postage.
DESCRIPTORS	*Citizenship Education; Community; Grade 1; Learning Activities; Neighborhoods; Primary Education; *Social Studies; State Curriculum Guides; *Student Educational Objectives; Teaching Methods
IDENTIFIERS	*Utah

ABSTRACT

This resource file contains information for Utah elementary school teachers to help their level 1 students meet the state's instructional objectives in the social studies. This particular student level emphasizes the home, school, and neighborhood. The following disciplines are covered in the resource file: psychology, anthropology, sociology, geography, history, economics, political science, and geographic skills. Each activity includes an instructional objective along with a title, topic, time segment, procedures, materials, evaluation, and adaptation. Sample objectives include explaining that each person is unique and has his/her own identity and worth (psychology) and identifying a variety of ways and reasons that each family member depends on other family members (sociology). Additional teacher materials, student information sheets, and student activity sheets also are included where applicable. (DB)

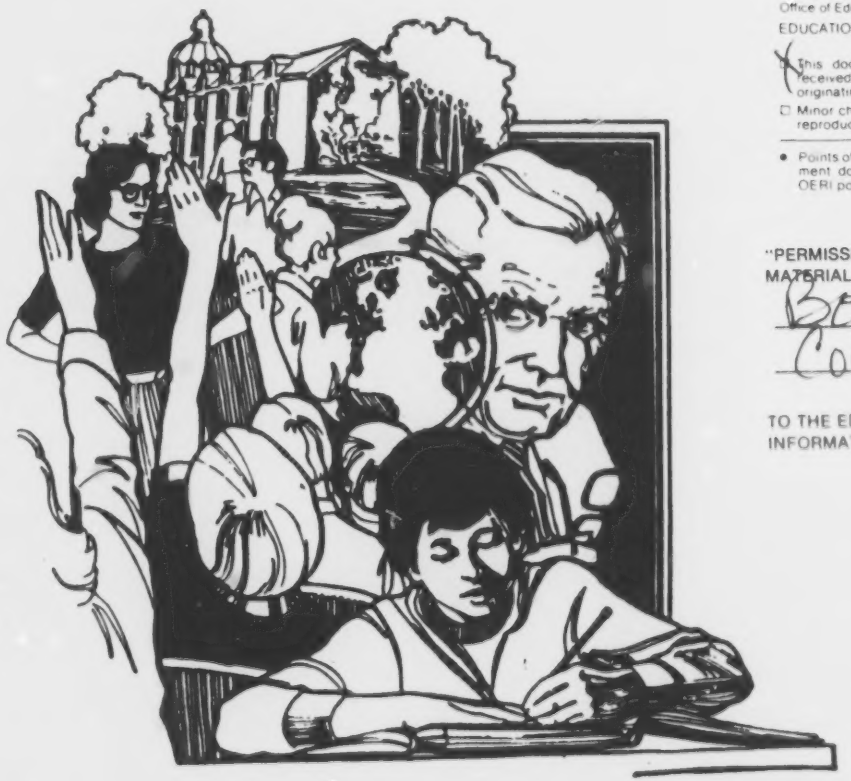
****
* Reproductions supplied by EDRS are the best that can be made *
* from the original document. *
****

ED348300

A RESOURCE FILE FOR SOCIAL STUDIES IN UTAH

LEVEL 1

HOME, SCHOOL, NEIGHBORHOOD



U.S. DEPARTMENT OF EDUCATION
Office of Educational Research and Improvement
EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)

X This document has been reproduced as received from the person or organization originating it.

☐ Minor changes have been made to improve reproduction quality.

• Points of view or opinions stated in this document do not necessarily represent official OERI position or policy.

"PERMISSION TO REPRODUCE THIS MATERIAL HAS BEEN GRANTED BY
BOONE C. COLGROVE
TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)."

Utah State Office of Education

SO 022 523

BEST COPY AVAILABLE

The students will list the ways that people look alike and ways they appear different. (204) (V)

Title: Elementary - Social Studies
Likeness & Differences
Circle Game

Topic: Psychology

Time segment: One Time Segment

301-101 (204)(V)
D

Instructional objectives:

To improve the students' awareness of ways people look alike and different.

Materials:

Area large enough to facilitate game.

Evaluation:

The student is able to respond on how students look alike and different.

Adaptations:

A word bank for reading can be made from the game's comparison words.

Procedure:

1. The teacher divides the class in half. One group makes a small circle by holding hands. The second group of students make a circle around the first. Each student in the outside circle stands behind a student in the inside circle.
2. The inside circle of students turn around and face the students behind them in the outside circle.
3. The teacher instructs the inside circle of students to observe the student they are facing, and verbalize five ways that they are alike.
4. The outside student analyzes the student they are facing and verbalizes five differences.
5. The inside circle of students are instructed to move clockwise until instructed to stop. (They should pass at least four students).
6. The outside circle of students are now facing a new partner.
7. The outside partner in the student pairs states five similarities, and the inside partner then states five differences.
8. The procedure continues for the duration of the students' interest and endurance.
9. Students return to their seats for the debriefing.
10. The teacher conducts the evaluative debriefing by leading a discussion, using the following questions:

    A. Which was the easiest to discover: similarities or differences? Why?

Skills: Elementary - Social Studies

301-826
301-827
301-852
301-875

Evaluation and comments on activity:

Students:

Teacher:

B. Was it easier to respond to some students than others? Why?

C. What could a student do to create a more comfortable feeling while interacting with others?

The students will explain that each person is unique and has his/her own identity and worth. (202) (V)

Title: Elementary - Social Studies
Self Mural

Topic: Psychology

Time segment: Teacher Discretion

301-102 (202)(V)
D

Instructional objectives:

To assist students to understand that each person has a unique identity and worth.

Materials:

1. Display area large enough for self portraits.
2. Paints and paper for a self portrait.
3. Cartoon style conversation bubbles.

Evaluation:

Student can draw a large self-portrait and explain a unique quality he/she posesses.

Adaptations:

If space does not allow, have students paint smaller portraits.

Procedure:

1. The students are arranged in teams of two.
2. Each student has a piece of pre-cut butcher paper as long and as wide as his/her body.
3. One member of the team places his/her paper on the floor and lays face-up on the paper.
4. The other member than traces an outline around his/her body on the paper.
5. After the outline is completely traced, team members change roles.
6. Then each student takes the outline of their body and procedes to create a self-portrait.

7. When the self-portrait is completed, the teacher prepares an introduction, conversation bubble for each child (cartoon style), i.e.

I am _____

Name _____

8. The blank is filled in with a word selected by each individual student, describing a unique quality of worth.
9. The portraits and bubbles are displayed on a bulletin board area. If this activity is done anytime when parents are expected to visit school, the portrait can be placed on the student's desk.

Skills: Elementary - Social Studies

301-802
301-828

14

Evaluation and comments on activity:

Students:

Teacher:

15

The students will describe likenesses and differences that exist among families. (403) (P,V)

Title: Elementary - Social Studies
Ring-a-Round the Family Game

Topic: Anthropology

Time segment: One Time Segment

301-201 (403)(P,V)
D

Instructional objectives:

To assist students in describing likenesses and differences that exist among families.

Materials:

Area large enough to facilitate activity.

Evaluation:

The student can verbalize likenesses and differences that exist among families.

Adaptations:

Procedure:

1. The teacher conducts a discussion on determining likenesses and differences.
2. The students are arranged in a large circle and one student is selected to begin the game.
3. The movement of the game is clockwise around the student circle.
4. The selected beginning student makes a statement about his/her family, i.e., "There are two females and two males in my family."
5. The student to the left of the beginner must determine a likeness or a difference regarding his/her family, pertaining to the first student's family, i.e., "My family is different." We have three females and one male."
6. After making a comparison statement, the second player makes a new statement regarding his/her family, and the student to the left responds as before.
7. The game continues until all students have made statements.
8. The teacher encourages students to listen to the statements of their classmates and so a variety of family characteristics are mentioned and compared.

Skills: Elementary - Social Studies

301-875
301-850
301-825

20

Evaluation and comments on activity:

Students:

Teacher:

21

The students will discuss how families provide the basic needs of love, food, shelter, clothing, companionship, learning, and protection to its members. (403) (P,V)

Title: Elementary - Social Studies
Picture Hunt

Topic: Anthropology

Time segment: Teacher Discretion

301-202 (403)(P,V)

D

Instructional objectives:

To assist the students' understanding of how families provide the basic needs for its members.

Materials:

1. Magazines for students to cut up.
2. Bulletin area and labeling materials.

Evaluation:

The student is able to identify how families provide for the basic needs of its members.

Adaptations:

Students draw pictures of how the family provides basic needs for its members.

Procedure:

1. The teacher labels areas on a bulletin board space with the heading: "FAMILIES PROVIDE"
2. The following headings are arranged on the bulletin area: love, food, shelter, clothing, companionship, learning, and protection.
3. The teacher leads a discussion with the class on the meaning of the category headings. The students respond with a variety of examples for each.
4. From a supply of magazines, the students go on a "Picture Hunt" to find examples that illustrate the category headings.
5. This can be done at home and/or at school.
6. The student identifies which category the picture is illustrating and it is placed in that corresponding area on the bulletin board.

Skills: Elementary - Social Studies

301-801
301-802
301-850

Evaluation and comments on activity:

Students:

Teacher:

The students will define and illustrate families as people who live together, share responsibility, and care about the well being of each other. (403) (P,V)

Title: Elementary - Social Studies
Family Collage

Topic: Anthropology

Time segment: One Time Segment

301-203 (403)

D

Instructional objectives:

To assist the students' ability to define and illustrate families as people who live together, share responsibility, and care about the well being of each other.

Materials:

1. Old magazines that can be cut up
2. Scissors and glue for each student or placed in a work center for small groups.
3. A variety of colored 9x12 construction paper, at least one piece per student.
4. Bulletin board area to display student's collages.

Evaluation:

The students illustrate their understanding of the instructional objective by selecting appropriate illustrations for their collages.

Adaptations:

1. Students can work in teams.
2. A large class collage can be made instead of the smaller, individual ones.

Procedure:

1. The teacher leads a class discussion on families living together, sharing responsibilities and caring about one another's well being.
2. Examples can be role played in a variety of ways, i.e., class members forcasting the role played example, positive and negative ways of expressing how to show caring for others, etc.
3. The students locate pictures in magazines that have been brought to the classroom, or as a home assignment that illustrate the family topics discussed earlier.

4. Each student makes sure he/she has at least one picture illustrating each of the three categories.
5. The pictures are trimmed in a variety of shapes.
6. Selecting a piece of 9x12 construction paper that will blend well as a background for the selected illustrations, the student places the trimmed picture on the background paper and experiments with a variety of arrangements by moving the picture to different areas of the paper.
7. While moving the pictures about, the student should consider balance, focal point, color schemes, etc. These terms will need defining and possible examples given before the students will be able to accomplish the task individually.
8. The students should be encouraged to overlap some pictures and have others "float" free.
9. Students continue experimenting with different arrangements until they create one that pleases them.

Skills: Elementary - Social Studies

301-827
301-850
301-853

Evaluation and comments on activity:

Students:

Teacher:

10. The pictures are taken from the background paper, one at a time; glue is applied to the back of the picture and it is placed carefully back on the background paper in its predetermined location

11. When all pictures have been glued in position on the background paper, the collage is allowed to dry and then displayed on a bulletin board in the classroom.

The students will identify a variety of ways and reasons that each family member depends upon other family members. (405) (P,V)

Title: Elementary - Social Studies
Family Members Depend on Each Other

Topic: Sociology

Time segment: One Time Segment

301-301 (405)(P,V)
D

Instructional objectives:

To help students' awareness of how family members depend on each other

Materials:

1. Board area to record student responses.
2. Student Activity Sheet for each class member.

Evaluation:

The student can identify ways and reasons that family members depend upon each other.

Adaptations:

Students can do more than one contract.

Procedure:

1. Teacher conducts a discussion on ways family members depend on each other.
2. Depending upon the expertise and maturity of the class, small groups can be organized or volunteers can be selected to role play situations depicting family dependency.
3. The teacher should encourage variety in situations and characters.
4. As each role play is completed, it is debriefed by class members.
5. Students brainstorm ways the family depends on them, as the teacher records these responses on the board.
6. Each student selects one new way their family could depend on them and fills in the Student Activity Sheet, "Family Contribution Contract" to be taken home and presented to the family.
7. The class evaluates the activity by discussing family reactions to the contract.

I WILL. _____

_____

FOR _____

_____

STUI

Skills: Elementary - Social Studies

301-825
301-827
301-830

Evaluation and comments on activity:

Students:

Teacher:

FAMILY CONTRIBUTION CONTRACT

I WILL _____

_____

(CONTRIBUTION)

FOR _____

(LENGTH OF TIME)

STUDENT SIGNATURE _____

TEACHER SIGNATURE _____

PARENT SIGNATURE _____

The students will identify values learned from the family.
(205) (P,V)

Title: Elementary - Social Studies
Family Value Portraits

Topic: Sociology

Time segment: One Time Segment

301-302 (205)(P,V)
D

Instructional objectives:

To assist students in identifying values learned from the family.

Materials:

1. A Student Activity Sheet for each class member.
2. Equipment for coloring or painting.
3. Bulletin board space to display completed activity sheets.

Evaluation:

The student is able to identify values learned from the family by completing the Student Activity Sheet.

Adaptations:

The students can draw their own frames and select more than three family members.

Procedure:

1. The teacher conducts a discussion on the meaning of values and from whom they are learned.
2. The titles of immediate family members are listed on the board.
3. Discussing one family member at a time, the students brainstorm values taught by each person. The teacher records student responses on the board.
4. If time and space permits, the same procedure is followed for the extended family members.

FATHER: RESPONSIBILITY

MOTHER: FAIRNESS GRANDMA: CARING

5. When all brainstorming is completed, the students identify similar values taught by more than one family member. As they are identified, the teacher circles the word.
6. The teacher distributes the Student Activity Sheet, "Family Value Portraits."
7. Students select three family members and draws their portrait in the frames.
8. The students label the person and identifies the most important value taught by each.
9. "Family Value Portraits" can be displayed on bulletin board.

Skills: Elementary - Social Studies

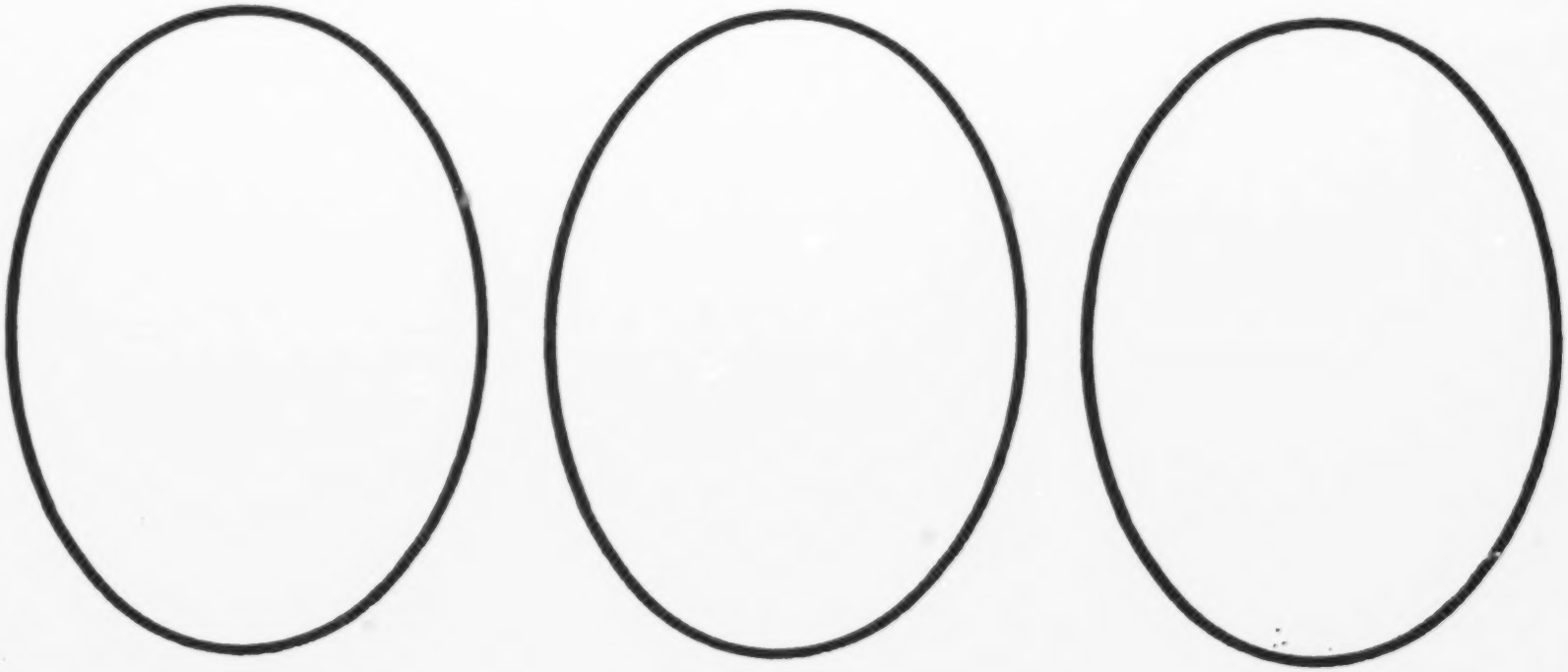
301-825
301-826
301-830
301-852

Evaluation and comments on activity:

Students:

Teacher:

Title: Elementary - Social Studies Family Value Portraits	**Topic:** Sociology	Student Activity Sheet	301-302 (205)(P,V) D



FAMILY MEMBER: _____ FAMILY MEMBER: _____ FAMILY MEMBER: _____

VALUE TAUGHT: _____ VALUE TAUGHT: _____ VALUE TAUGHT: _____

The students will cite examples of how the individual learns skills from the family and how the family learns from the individual. (808) (P,V)

Title: Elementary - Social Studies
Skills are Learned Game

Topic: Sociology

Time segment: One Time Segment

301-303 (808)(P,V)
D

Instructional objectives:

To assist students' understanding of how skills are learned from family members.

Materials:

Area large enough to facilitate activity.

Evaluation:

The students will be able to give pantomime examples of skills learned from family members.

Adaptations:

Procedure:

1. Teacher conducts a discussion on the meaning of skills and how they are learned from family members.
2. This must take place in a large open area since running is involved.
3. The class is divided into two groups. The groups are directed to opposite sides of the playing area.
4. Each team discusses together and decides upon a skill learned from the family to be pantomimed.

5. Upon teacher's signal, the two teams form parallel lines facing each other at opposite ends of the playing area. The members of team one join hands and skip across the playing area stopping approximately two feet away from team two. This game is based upon the "The Jolly Butcher Boy." At the teacher's discretion, a tune could be sung during the skipping. Team: "Here we come across the floor to demonstrate a skill."

   SPOKES PERSON FOR TEAM TWO: "Show us your skill if you will."

6. This is the signal for team one to begin their demonstration. All team members pantomime the selected skill continuously until some member of team two shouts out the correct identification.
7. While the members of team one are pantomiming the skill, team two must stay behind a given line while shouting guesses. When any member of team two shouts the correct name of the skill, team one members turn quickly and run across the play area to stand behind their predesignated line.
8. Team two members immediately pursue team one members. Any team one member caught by any team two member becomes a team two member.

Skills: Elementary - Social Studies

301-828
301-853

Evaluation and comments on activity:

Students:

Teacher:

9. The game proceeds with each side taking turns at demonstrating and identifying skills. No skill may be pantomimed more than once.

The students will describe the contributions of various groups to society. (415) (I,V)

Title: Elementary - Social Studies Contributions

Topic: Sociology

Time segment: Teacher Discretion

301-304 (415)(I,V)

D

Instructional objectives:

To assist the students' ability to describe the contributions of various groups to society.

Materials:

1. Media material which reinforces the activity.
2. Arrange for a resource person.

Evaluation:

The student can describe contributions of various groups to society.

Adaptations:

This activity could coincide with special weeks such as: dental hygiene, fire protection week, etc.

Procedure:

1. The teacher assists the students in identifying a variety of groups in the community who contribute to society, i.e., (a) professional services, (b) service organizations, (c) private sector.
2. Teacher leads a discussion on the contributions of the identified groups to the community.
3. The teacher should select available, appropriate media material to reinforce the discussion.
4. A resource person representing one of the identified service groups can be invited to class to discuss and demonstrate how their group contributes to the community.
5. If possible, a field trip can be arranged.

Skills: Elementary - Social Studies

301-827
301-830

Evaluation and comments on activity:

Students:

Teacher:

The students will discuss how specific areas on the earth are characterized by their geographic features, climatic conditions, and natural resources. (602)

Title: Elementary - Social Studies - Identifying Geographical Features, Climate Conditions and Natural Resources of Specific Areas on the Earth

Topic: Geography

Time segment: Teacher Discretion

301-401 (602)

D

Instructional objectives:

To assist students in discussing how specific areas on the earth are characterized by their geographic features, climate conditions, and natural resources.

Materials:

1. Large world map.
2. Large world globe.
3. Media: filmstrips and/or movies, and/or books or pictures that depict geographical, climatic and natural resource information for cold northern regions, deserts, hot tropical and warm regions.
4. Chart paper.

Evaluation:

The student will discuss how specific areas on the earth are characterized by their geographic features, climatic conditions, and natural resources.

Adaptations:

Other geographical locations named in Step 2 may be used depending on the available media.

Procedure:

1. The teacher and students using a large map and/or globe of the world, discusses the following terms and locations: equator, north pole, south pole, each of the seven continents and the five oceans.
2. The teacher will then assist the students in locating these specific geographical locations: (a) State of Utah and its approximate location within the United States (b) the Sahara Desert, (c) Alaska, (d) the Scandanavian countries, (e) the Mediterranean Sea and adjoining countries, (f) the Amazon River and northern Brazil, (or other area in the tropical zone).
3. The teacher then uses media, filmstrips, movies, pictures, stories suitable for primary grade children, that depict geographical features, climate conditions and natural resources of the above mentioned locations.
4. The students then discuss how the specific areas of the earth, they have just studied via media used, are characterized by their geographical features, climatic conditions and natural resources.
5. This brainstormed information is then written on simple charts. One chart for each of the following general regions is made: (a) cold northern, (b) warm, Tropic of Cancer mid latitudes, (c) hot tropical, and (d) deserts. Each of the three catergories listed in step 4 are specified on each of the four charts.
6. The students decide which of these four regions have the most similarities with their own geographical location on the earth.

Skills: Elementary - Social Studies

301-803
301-804
301-805
301-806
301-877
301-852

Evaluation and comments on activity:

Students:

Teacher:

Cold Northern

Geographical Features

Climate

Natural Resources

The students will explain how differences in available resources and climatic conditions influence the way people live. (603) (I,V)

Title: Elementary - Social Studies
"Living In..." Bulletin Board

Topic: Geography

Time segment: Teacher Discretion

301-402 (603)(I,V)
D

Instructional objectives:

To assist students' understanding of how differences in available resources and climatic conditions influence the way peopoe live.

Materials:

1. Charts made in Activity 301-401.
2. Bulletin area sufficient for activity's display.
3. Art materials for creating illustrations.
4. Old magazines.

Evaluation:

Students will explain how differences in available resources and climatic conditions influence the way people live.

Adaptations:

Individual students can do the activity rather than in groups.

Procedure:

1. The teacher and students review the charts that were made for Activity 301-401.
2. The teacher, or the teacher and students, select/s a specific location representing each of the four types of areas represented on the charts, i.e., the Sahara Desert, Alaska, the Amazon Jungle, Utah.
3. The teacher prepares a bulletin board area entitled "Living In..." and divides the space into fourths, labeling each with the name of a selected location.
4. The students are divided into four groups.
5. Each group is assigned a different location.
6. The group members then find or draw prictures that illustrate how the available natural resources and climatic condtions in their assigned location effect the way people live in that area.
7. The students can be encouraged to illustrate a variety of categories, i.e., homes, clothing, transporation, food, jobs, recreation, etc.
8. The pictures are cut out, mounted if desired, and placed on the bulletin board area around the name of the specific location. The pictures can then be "tied" to the name by using yarn or arrows made from construction paper.

Skills: Elementary - Social Studies

301-877
301-828

Evaluation and comments on activity:

Students:

Teacher:

The students will discuss how the effects of geographic factors of an area influence the culture of specific locations. (408) (I,V)

Title: Elementary - Social Studies
"In The Bag"

Topic: Geography

Time segment: Teacher Discretion

301-403 (408)(I,V)
D

Instructional objectives:

To assist students' understanding of how the effects of geographic factors of an area influence the culture of specific locations.

Materials:

1. One large paper bag for each class member.
2. Coloring or painting materials.
3. Two crepe paper strips for each student.
4. Construction paper for two hands for each student.
5. Other optional materials.
6. Glue or paste.

Evaluation:

The students can discuss how the effects of geographic factors of an area influence the culture of specific locations.

Adaptations:

Procedure:

1. By referring to the information that the students have acquired through Activities 301-401 and 301-402, regarding the natural resources, climatic conditions and geographical features of different regions of the earth and how these things effect the way people live, they can now discuss how these factors influence the culture of specific locations.

2. The teacher leads a discussion about the word "cultures"; what it means and general examples.

3. The students are divided into four groups. These can be the same groupings as were used in Activity 301-402, or new groups may be formed.

4. The students are told that they will all be making a paper sack mask, but the mask will represent a person who lives in one of the four geographical areas that have been discussed.

5. The task of each group member will be to: (a) creat a paper bag mask, (b) prepare a short dialogue about the culture indigenous to their assigned geographical location, and (c) to present it to the entire class, wearing their paper bag mask.

6. The teacher instructs the class in making a paper bag mask as follows: (a) Each student must have a large paper bag. (b) They draw a picture of a person's head, shoulders, chest and hips on the bag. The teacher should assist the students in the planning for the drawing, determining how much space each of the physical parts should take. (c) The figure is sketched on the bag and includes facial features, hair and appropriate clothing. (d) The figure is colored with crayons or tempra paint. "Special effects" can be created by gluing material, construction paper, etc. if so desired. (e) Use crepe paper for arms which are glued to the paper bag at the shoulder position. (f) Hands are cut out and glued to the ends of the crepe paper arms. (g) Cut small holes for nose and mouth so breathing and talking will not be hampered when wearing the mask.

Skills: Elementary - Social Studies

301-826
301-827
301-828
301-850
301-852
301-877

Evaluation and comments on activity:

Students:

Teacher:

7. The students work in their groups to decide, based on what they have learned from the previous activities, what each group member might say about their culture in the presentation to the class. The students will require some example dialogue in order to complete this assignment, i.e., "I am an Eskimo girl. I live in the cold regions of Alaska. I eat _____. I live in a _____ and I like to _____." Each group member should be encouraged to share different types of information with the class about their respresented culture.

8. When the masks and dialogues are prepared, each group takes their turn at presenting these role-plays about their assigned culture to the rest of the class. The presentations should be practiced before the teacher first, however, to be sure each child is well prepared on what he/she will say, and that they are speaking clearly and loudly enough to be heard and understood.

The students will identify changes that occur naturally and changes that occur as a result of human interaction. (418)(V)

Title: Elementary - Social Studies
Environmental Change

Topic: History

Time segment: Teacher Discretion

301-501

D

Instructional objectives:

To assist students in identifying changes that occur naturally, and changes that occur as a result of human interaction.

Materials:

1. Bulletin area to facilitate activity.
2. Magazines for students to cut up.

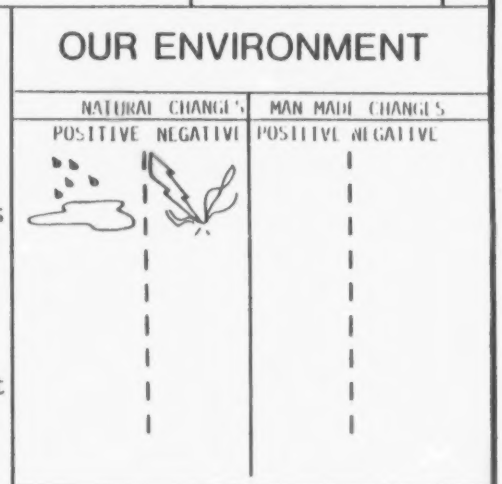
Evaluation:

Students can identify pictures which illustrate changes that occur naturally and cnanges that occur as a result of human interaction.

Adaptations:

Procedure:

1. Teacher leads a discussion on the meaning of environment and how human interaction can change the environment.
2. The teacher prepares a bulletin area entitled "Our Environment". The bulletin is divided into the following categories: natural changes, man made changes. Both of these categories are subdivided into sub-category headings: positive and negative.
3. The students, using pictorial media, cut out examples to illustrate the two major categories.
4. Before each picture is placed on the bulletin area, the student must state whether the environmental change, illustrated in his/her selection, should be placed in the positive or the negative column and give reasons for that evaluation.
5. This is an open ended activity and any logical explantation is acceptable.



Skills: Elementary - Social Studies

301-852
301-878

Evaluation and comments on activity:

Students:

Teacher:

The students will explain how change affects peoples' lives in different ways. (414)(V)

Title: Elementary - Social Studies
Change Affects People's Lives

Topic: History

Time segment: Teacher Discretion

301-502 (414)(V)

D

Instructional objectives:

To assist the students in explaining how change affects people's lives in different ways.

Materials:

Bulletin board developed in Activity 301-501.

Evaluation:

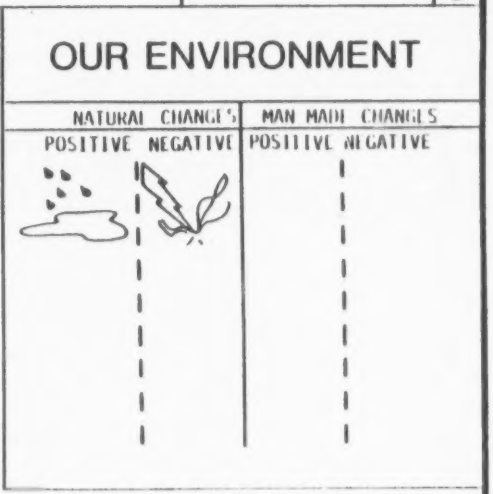
The students can explain how change affects people's lives in different ways.

Adaptations:

Procedure:

1. Using the bulletin board created in 301-501, the students will select specific illustrations of change in our environment and discuss how that change affects people's lives in different ways.

2. Students should be encouraged to examine many illistrations and omit repetition.



Skills: Elementary - Social Studies

301-825
301-852
301-876

Evaluation and comments on activity:

Students:

Teacher:

The students will describe the chronological order of their immediate families. (403)(P,V)

Title: Elementary - Social Studies
Family Time Line

Topic: History

Time segment: One Time Segment

301-503 (403)(P,V)
D

Instructional objectives:

To assist the student in describing the chronological order of their immediate families.

Materials:

1. Overhead transparency made from Student Activity Sheet.
2. Student Activity Sheet for each class member.
3. Bulletin board display area.

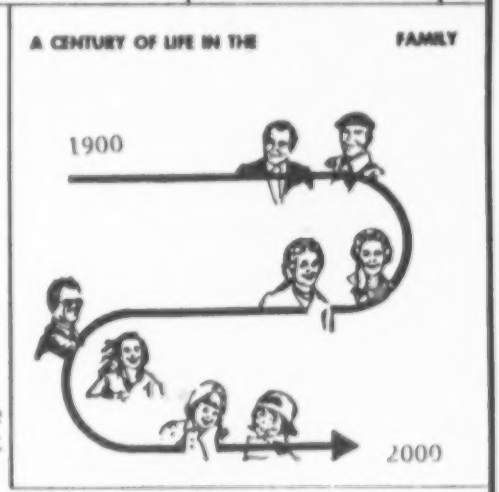
Evaluation:

The student is able to complete the Student Activity Sheet.

Adaptations:

Procedure:

1. The teacher conducts a discussion on the meaning of chronological order and a review of multiples of five.
2. The teacher, using an overhead transparency made from the accompanying Student Activity Sheet, demonstrates a time line for an example family.
3. A Student Activity Sheet is distributed to each member.
4. The activity sheet can be filled out at home or the data collected and the activity sheet completed in class.



5. After the statistics have been correctly recorded on the family time line, the students draw small frames above each family member's birth date and and then draws a portrait of that person.
6. Family time lines can be displayed in the bulletin board area.
7. The time lines can then be used to reinforce a variety of mathematical skills, i.e., "How much older is ---- than ----?"

Skills: Elementary - Social Studies

301-853
301-877

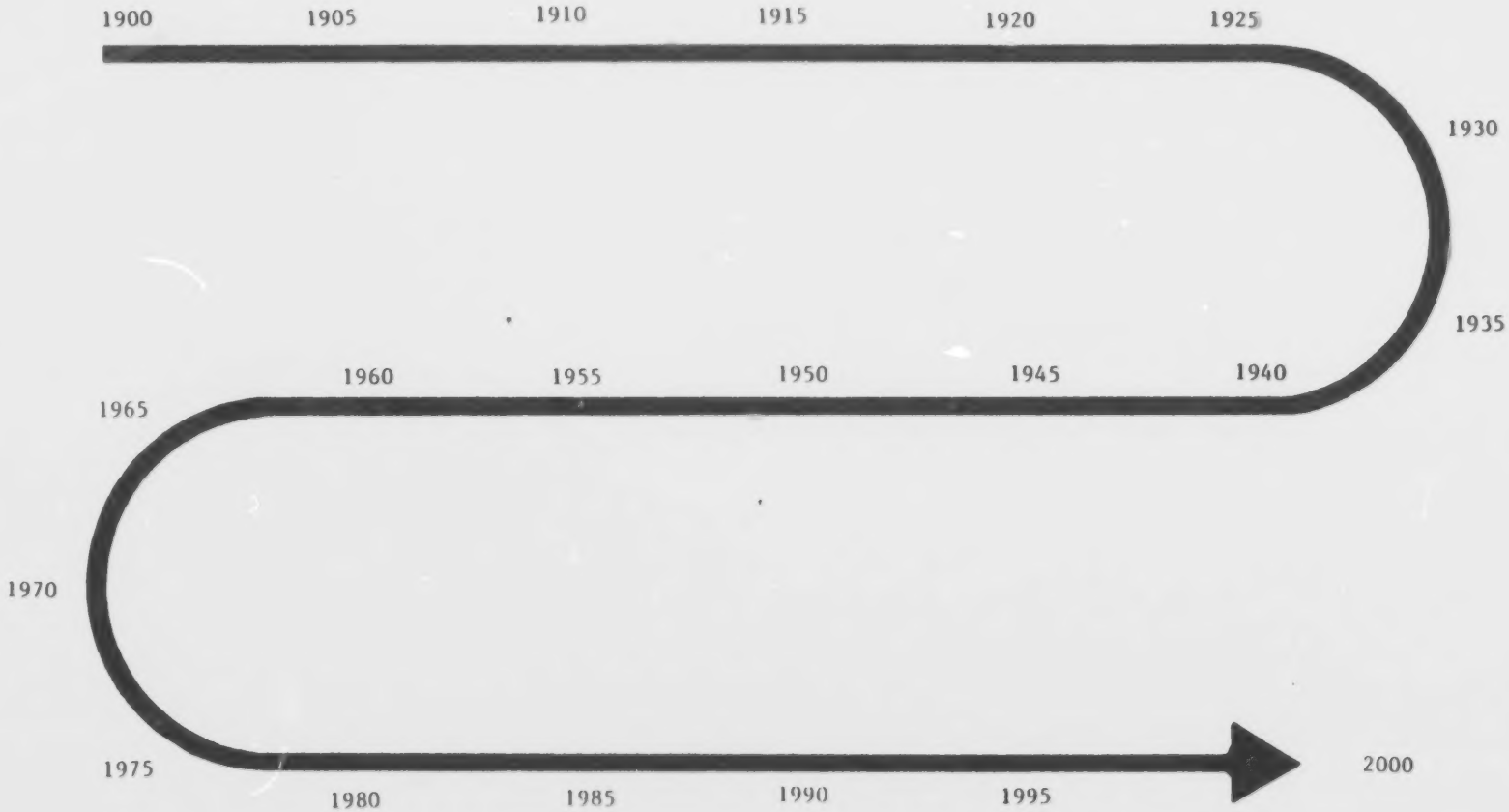
Evaluation and comments on activity:

Students:

Teacher:

Title: Elementary - Social Studies Family Time Line	**Topic:** History	Student Activity Sheet	301-503 (403)(P,V) D

A CENTURY OF LIFE IN THE FAMILY



The student will explain that they must give up something for each satisfied want (opportunity cost). (606)(P,V)

Title: Elementary - Social Studies
Lost Opportunity - Cost Opportunity

Topic: Economics

Time segment: Teacher Discretion

301-601 (606)(P,V)
D

Instructional objectives:

To assist the student in understanding that they must give up something for each satisfied want.

Materials:

Sufficient blackboard space for recording lists of student responses, or an overhead projector and transparency on which to record responses.

Evaluation:

The student can explain that they must give up something for each satisfied want.

Adaptations:

Procedure:

1. The teacher discusses the meaning of "free time."
2. Next, the teacher asks the students to share ideas about what they might do with an hour of "free time" at home. These responses are listed on the board or on an overhead transparency by the teacher. The responses should be listed in columns with a tallying space between each column.
3. When a variety of responses have been recorded, the teacher goes over the entire list with the class and asks them to evaluate each possibility carefully.

4. The students are asked to vote for the one activity that they would most prefer doing during an hour of free time. The number of votes are recorded next to each item on the list.
5. Identify the most popular activity and ask the students to give possible reasons for that popularity. Do the same thing with the item receiving the least amount of votes.
6. Ask the students to evaluate the list again and identify which item is the best in terms of money cost, educational benefits, physical benefits, relaxation, pleasing to other family members, etc.
7. The teacher now has students respond to the question, "What opportunities might you be missing if you were to select the most popular activity to do during your free time?" Explain to the students that these lost opportunities represent the "opportunity cost" of their selection.
8. Other questions for possible discussion could include choices of what to do on a long automobile trip, free time in the classroom, when playing with friends, etc. Always have the students evaluate and respond with opportunities that could be missed when one selection is made over others.

Skills: Elementary - Social Studies

301-825
301-827
301-828
301-852

Evaluation and comments on activity:

Students:

Teacher:

The students will explain that different goods and services represent different wages and levels of compensation. (410) (C,V,P)

Title: Elementary - Social Studies
Fold Away Town

Topic: Economics

Time segment: Teacher Discretion

301-602 (410)(C,V,P)
D

Instructional objectives:

To assist the students in explaining that different goods and services represent different wages and levels of compensation.

Materials:

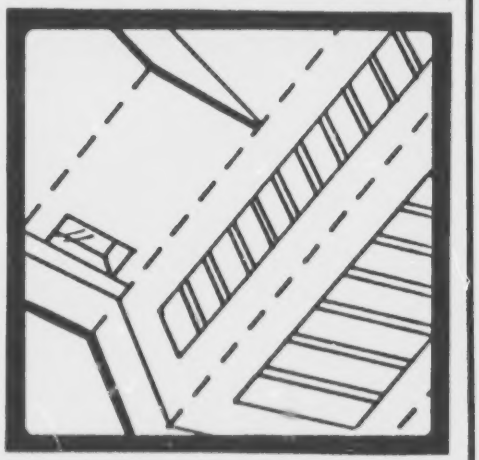
1. Pre-cut tag board to facilitate number of buildings to be made for the fold-away town.
2. Paints.
3. Masking tape.
4. Cartons and boxes for additional buildings.

Evaluation:

The students can explain that different goods and services represent different wages and levels of compensation.

Adaptations:

Procedure:



1. The teacher leads a planning session with the class to determine what kind of buildings they would like located on the main street of their fold-away town.

   The class should be encouraged to think of both businesses and services.

2. Depending on the number of buildings decided upon and the number of students involved in the activity, small groups are formed to construct the fold-away town.

3. The teacher supplies pre-cut pieces of tag board for each building. The student groups draw the building fronts on the tag board, color or paint the details, being sure to label what service or business their building houses.

4. The building fronts are hinged together with masking tape. Use cartons or small boxes for other buildings.

5. When the fold-away town is completed, it is set up for observation.

6. The students are asked to select one building at a time and identify the people who might be found working in that building. Encourage students to think about professionals, maintenance workers, laborers, etc. When the students have identified various workers in a building, the teacher asks the students which of the people they have mentioned would make or be paid the most money and the least. When the group has made these decisions, they should be asked to explain the reasons for their thinking.

7. Continue this procedure with the other buildings in the fold-away town.

8. By the conclusion of the process, the students should understand that different goods and services represent different wages and levels of compensation.

Skills: Elementary - Social Studies

301-827
301-851
301-876

Evaluation and comments on activity:

Students:

Teacher:

9. The class can now ask questions, forecast possible outcomes to situations such as a grocery store operated by a family and a large food chain store, both being on this main street. The teacher asks such questions as: "Would the prices charged in the stores be different? Why? Which store would you go to, why?" etc.

The student will discuss ways the family helps to satisfy the needs of its members. (403)(P,V)

Title: Elementary - Social Studies
Helping Out

Topic: Economics

Time segment: Teacher Discretion

301-603 (403)(P,V)
D

Instructional objectives:

To assist students in discussing ways the family helps to satisfy the needs of its members.

Materials:

1. Bulletin area large enough to facilitate activity.
2. Art materials for student pictures.

Evaluation:

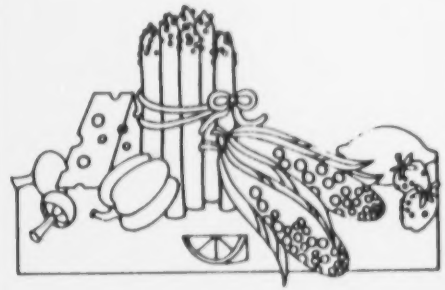
The student can discuss ways the family helps to satisfy the needs of its members.

Adaptations:

Procedure:

1. The teacher leads a discussion about the needs that families have.

2. The students then identify which of these needs can be satisfied by family members. The students must be encouraged to investigate further ways of satisfying needs than simply to buy or pay for them, i.e., Need: food. Fathers can plant gardens and raise vegetables. Mothers can use the garden vegetables and freeze or can them. Children can help their parents with these tasks.



3. The students and teacher select specific needs of the family that all family members can contribute in some way to satisfying these needs.

4. Teams of three or four students are assigned one of the needs and instructed to draw a large picture to illustrate the need, and other pictures to show how different family members help to satisfy that need.

5. These pictures, when completed, are trimmed and placed on a piece of chart paper with the help of the teacher.

6. The students can then dictate captions for their illustrations and the teacher can print them on the chart paper.

Skills: Elementary - Social Studies

301-825
301-850
301-876

Evaluation and comments on activity:

Students:

Teacher:

7. The charts can then be displayed and students will have the experience of reading and sharing one anothers' ideas.

The students will consider and discuss the kinds of careers they might prefer and how they will affect the way they live. (804)(C,V,P)

Title: Elementary - Social Studies
Webbing Careers

Topic: Economics

Time segment: Teacher Discretion

301-604 (804)(C,V,P)
D

Instructional objectives:

To assist students in discussing the kinds of careers they might prefer and how they will affect the way they live.

Materials:

Teacher transparency made from teacher materials.

Evaluation:

The students can discuss the kinds of careers they might prefer and how those careers will affect the way they live.

Adaptations:

Procedure:

1. The teacher writes the following categorical headings on the board:

   (1) Labor (2) Athletics (3) Arts

2. These headings are discussed with the students as they relate to kinds of careers.

3. The students brainstorm as many possible careers as they can think of for each category, the teacher records responses.

4. Following the brainstorming session, the teacher or students select/s one career from each category to be "webbed" on the board or overhead transparency, to show how one's life is affected by career choices. A career web diagram is provided on the accompanying Teacher Material Sheet and can be used for teacher reference or a transparency made as a visual example for the class.

5. The teacher begins the webbing diagram by making the center career preference bubble.

   The students are asked to name ways the specific career would affect someone's life if that was what he/she became. As the students give responses, they are written in connecting bubbles, or, if the responses relate to a specific topic that has already been recorded, it is connected to that bubble.

6. When the three different careers have been webbed, the activity is debriefed by having the students evaluate the similarities and differences in the ways career choices can affect the way people live.

7. The students should be able to recognize that certain requirements are necessary for all careers, i.e., training, skills, demands, etc.

Skills: Elementary - Social Studies

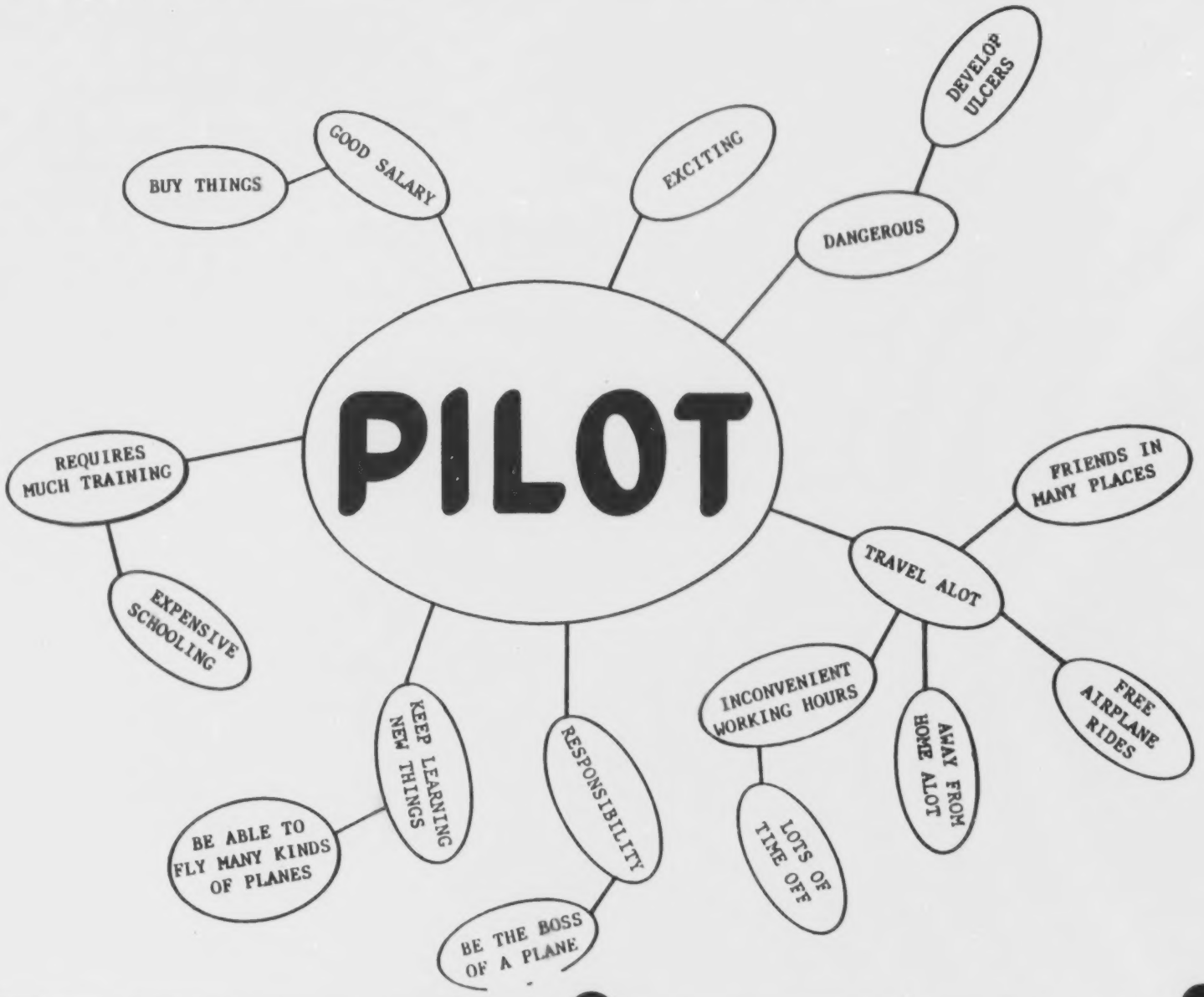
301-827
301-853
301-875

Evaluation and comments on activity:

Students:

Teacher:

Title: Elementary - Social Studies Webbing Careers	Topic: Economics	Teacher Materials	301-604 (804)(C,V,P) D



The students will discuss skills needed for familiar jobs.
(805)(C,V,P)

Title: Elementary - Social Studies
Identifying Skills For Familiar Jobs

Topic: Economics

Time segment: Teacher Discretion

301-605 (305)(C,V,P)
D

Instructional objectives:

To assist students' understanding of skills needed for familiar jobs.

Materials:

1. Resource person.
2. Chart paper for class brainstorming.

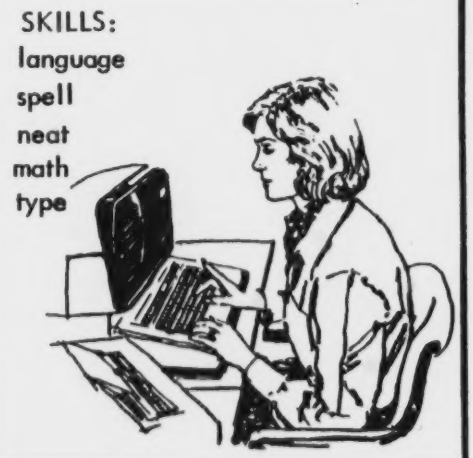
Evaluation:

The student can discuss skills needed for familiar jobs.

Adaptations:

Procedure:

1. The teacher makes arrangements with a co-worker/s in the school to visit the classroom. This person should be someone the students see doing their job often.
2. Before the resource person's visit, the students brainstorm the skills that they think this person needs, to do their job. These are recorded by the teacher.
3. The resource person reads the students' list adds to or deletes, and discusses why these skills are necessary to his/her work. The students should be encouraged to ask questions during the resource persons visit.



4. The students identify some other familiar jobs and forecast necessary skills.
5. If any class member knows someone who has one of these jobs, they make arrangements to visit with that person and ask him/her to tape record or write down the skills that are needed for his/her work.
6. The student brings the tape or written list to class, and it is compared with the class list for accuracy.
7. New skills not thought of by the students are then added to the class list.
8. Students should be encouraged to evaluate and discuss those skills that seem to be of most importance in the jobs they have researched.

Skills: Elementary - Social Studies

301-827
301-851

Evaluation and comments on activity:

Students:

Teacher:

The students will explain how rules help in maintaining order in groups. (401)(V)

Title: Elementary - Social Studies
Rules for Games

Topic: Political Science

Time segment: One Time Segment

301-701 (401)(V)
D

Instructional objectives:

To assist students' understanding of how rules help in maintaining order in groups.

Materials:

Area large enough to facilitate activity.

Evaluation:

Students can explain how rules help in maintaining order in groups.

Adaptations:

Procedure:

1. The teacher arranges for an area large enough to facilitate the activity.
2. The teacher divides the class into three teams and instructs them they will be involved in a relay race.
3. The students form three lines and the teacher gives only the following instructions. "Each member of the team, one at a time, is to run down the floor and return. Ready! Go!"
4. The teacher must not intervene in the confusion caused by the lack of rules.

5. When the confusion peaks, the teacher instructs the students to come and sit around her/him and the experience is debriefed as follows:

   1. What is the problem?
   2. How can the problem be solved?

   The responses from the students should focus on the fact that because of the lack of structure and rules, order in the group was not maintained.

6. The students determine what rules must be put into effect to establish order in the playing of the relay game.
7. After the rules have been established by the class, the relay race is participated in again.
8. The relay is performed following the students rules only.
9. The students will need debriefing to evaluate the adequacy of their rules, and continual refinement will be necessary until the relay races can be accomplished successfully.

Skills: Elementary - Social Studies

301-827
301-828
301-830

Evaluation and comments on activity:

Students:

Teacher:

The students will discuss how rules within a group reflect the values of that group. (402)(V)

Title: Elementary - Social Studies
Lunch Room Rules

Topic: Political Science

Time segment: One Time Segment

301-702 (402)(V)
D

Instructional objectives:

To assist the students' understanding of how rules within a group reflect the values of that group.

Materials:

Chart materials for brainstormed rules.

Evaluation:

The student can discuss how rules within a group reflect the values of that group.

Adaptations:

Procedure:

1. The teacher conducts a discussion by asking students to state the rules that maintain order and cooperation in the lunch room.
2. The teacher lists these rules on the blackboard or on a transparency.
3. The teacher should have a column to the right of each student statement to list the value or values expressed in each rule.
4. The teacher then introduces the word value and its meaning.
5. The students are then asked to think of key words which describe values expressed in the lunch room rules, i.e., cooperation, order, neatness, cleanliness, respect for others, healthy environment, etc.
6. An acronym (letter abb.) for the key words and phrases is decided and displayed for reference.
7. The teacher and students now refer to each lunch room rule and identifies which value/s is expressed in each.
8. The appropriate accronym/s is placed in the values column at the right of each rule.
9. The values pertaining to the school lunch room are then prioritized by the students, thus determining the most important value expressed by this class.

Skills: Elementary - Social Studies

301-828
301-829
301-830

Evaluation and comments on activity:

Students:

Teacher:

The students will formulate classroom rules with other class members. (402)(V)

Title: Elementary - Social Studies
What If Rules! (Game)

Topic: Political Science

Time segment: Teacher Discretion

301-703 (402)(V)

D

Instructional objectives:

To assist students in formulating classroom rules with other class members.

Materials:

Chart paper and materials for creating classroom chart.

Evaluation:

The student can participate in formulating classroom rules with other class members.

Adaptations:

Procedure:

1. The teacher divides the class in teams of two or three students giving each team a number.
2. The teams are instructed to create three rules of conduct for the classroom.
3. Each team selects a spokes person to respond for their group upon request.
4. Bring the class teams together in a large group. The teacher explains that a class list of rules will now be made. Each team's spokes-person will state one classroom rule and the teacher records the responses on the board.
5. No rule need be repeated, therefore, the student teams must listen carefully and have their spokes-person respond with a rule that has not been previously stated.
6. If all three rules have been stated, the team passes.
7. The list of recorded classroom rules are now reviewed.
8. To evaluate the rules the students are instructed to respond as follows:

   A. In favor of rule --- "stand"
   B. Opposed to the rule ---- "sit"
   C. Not sure? ----"hands on head"

9. The responses are recorded in a tabulation column by the teacher.
10. Rules receiving a unanimous "stand" are underlined.

Skills: Elementary - Social Studies

301-829
301-850
301-852

Evaluation and comments on activity:

Students:

Teacher:

11. Opposed rules are discussed and voted on again. At this re-evaluation time, no student may respond with the "not sure" gesture.

12. These rules are written on a chart according to priority as determined by student response and re-evaluated periodically.

The students will verbalize the reasons for authority and rules. (405)(V)

Title: Elementary - Social Studies
Curious George & Authority

Topic: Political Science

Time segment: One Time Segment

301-704 (405)(V)

D

Instructional objectives:

To assist students' in verbalizing reasons for authority and rules.

Materials:

The book, Curious George Goes to the Hospital.

Evaluation:

The student can verbalize reasons for authority and rules.

Adaptations:

Other picture books dealing with rules and authority, applicable to grade level, can be used.

Procedure:

1. The teacher reads the story, Curious George Goes to the Hospital.
2. The teacher reviews the story with the class by displaying the pictures in the book page by page.
3. The students view the illustration in the picture story and are encouraged to verbalize any rule that would apply to the illustrated picture.
4. As the student states a possible rule, he/she must identify an authority figure connected to the rule and forecast consequences of not adhering to the stated rule.
5. This is an open-ended activity and any responses must be respected and evaluated logically.

Skills: Elementary - Social Studies

301-825
301-827
301-850

Evaluation and comments on activity:

Students:

Teacher:

The students will discuss how laws promote fair treatment for all. (III)(V)

Title: Elementary - Social Studies
Fold-Away Town Laws

Topic: Political Science

Time segment: Teacher discretion

301-705 (111)(V)
D

Instructional objectives:

To assist students in discussing how laws promote fair treatment for all.

Materials:

Fold-Away-Town created in Activity 301-602.

Evaluation:

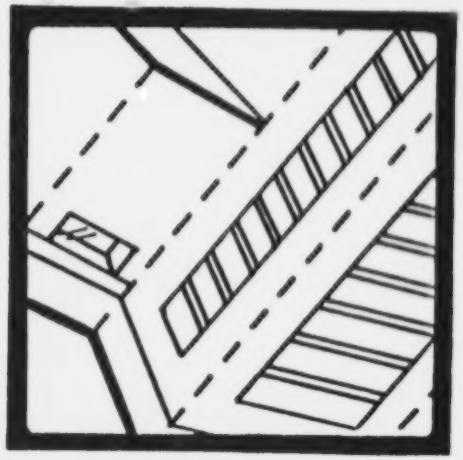
The students can discuss how laws promote fair treatment for all.

Adaptations:

Teacher could use a playground rule as an example to build the discussion on.

Procedure:

1. The teacher displays the students' Fold-Away-Town, developed in Activity 301-602.
2. The teacher conducts a brainstroming session on laws that would promote fair treatment for the citizens living in their "Fold-Away-Town."
3. Students should be encouraged to explore a variety of categories where laws come into play, i.e., safety, protection, planning, beautification, licensing, governance, consumerism, etc.
4. The students then verbalize the need for these laws and how their abuse might lead to unfair treatment of the town's citizens.



Skills: Elementary - Social Studies

301-828
301-829
301-830

Evaluation and comments on activity:

Students:

Teacher:

The students will describe why their cooperation in complying with the rules facilitates the proper functioning of the classroom. (401)(V)

Title: Elementary - Social Studies
Evaluating Classroom Rules

Topic: Political Science

Time segment: Teacher Discretion

301-706 (401)(V)

D

Instructional objectives:

To assist students' understanding of why their cooperation in complying with the rules facilitates the proper functioning of the classroom.

Materials:

Classroom Rules Chart created in Activity 301-703.

Evaluation:

The student can describe why their cooperation in complying with the rules facilitates the proper functioning of the classroom.

Adaptations:

Procedure:

1. The teacher focuses the attention of the students on the chart of classroom rules developed in Activity 301-703 for re-evaluation.
2. The teacher reviews the rules. The teacher groups the students, assigning one classroom rule to each group.
3. Before continuing with the activity, the teacher stages an example role play of one of the rules. The example includes a positive illustration of how the rule is helpful in the classroom and an illustration of possible problems causing behavior that might occur without the classroom rule.
4. Each student group plans and presents a two-phased role play situation of their assigned classroom rule.
5. Students need to be cautioned to adhere to appropriate behavioral standards during the skit.
6. After the completion of all the class teams' role playing, the class discusses the elimination or addition of rules to the classroom list.
7. If changes are made, a new chart of classroom rules is made and displayed.

ROLE PLAYING
A STUDENT BEING

Skills: Elementary - Social Studies

301-827
301-828
301-829

Evaluation and comments on activity:

Students:

Teacher:

The students will recite the Pledge of Allegiance.
(412)(V)

Title: Elementary - Social Studies
Pledge of Allegiance

Topic: Political Science

Time segment: One Time Segment

301-707 (412)(V)
D

Instructional objectives:

To assist students' ability in reciting the Pledge of Allegiance

Materials:

1. Printed classroom chart of the Pledge of Allegiance.
2. One styrofoam base and one styrofoam ball for head.
3. Aluminum wire.
4. Red, White and blue construction paper.
5. Oak tag feather pattern.
6. Plaster board and brad.
7. Glue, scissors, and wire cutters.

Evaluation:

The student can recite the Pledge of Allegiance.

Adaptations:

The students can be involved in the preparation of materials and construction of the "Patriotic Bird."

Procedure:

1. This activity is developed to help students with this memory skill and familiarize them with the difficult vocabulary of the Pledge of Allegiance.

2. The teacher constructs one or two "Patriotic Birds." This is done by using a styrofoam base. The shape and size is at teacher discretion. A styrofoam ball, appropriate to the size of the base, is designed as a chicken head and attached by a wire neck to the bird's body.

3. Feathers are made from red, white, and blue construction paper in proportionate size to the chicken. (The larger the feather the larger the printing can be.) The completed feathers will have a front and back.

4. The teacher prints short 3-4 word phrases from the Pledge of Allegiance, followed by blanks which indicate the number of words for the student to respond, i.e. I Pledge Allegiance to _____ _____.

5. The correct response for the blank words in the phrase are printed on the top inside half of the same colored feather, i.e., The Flag.

6. One piece of aluminum wire is needed for each completed feather. The length of each wire will be determined by the size of the feather.

7. Place the answer feather face up on a working area. Spread glue on the bottom half of the answer feather. The wire is placed down the center of the glued answer feather. The phrase feather is placed face up on top of the answer feather and the wire, and pressed together.

8. Phrase feathers for the entire Pledge of Allegiance are made in this manner.

9. The completed feathers are stuck into the base of the "Patriotic Bird."

Skills: Elementary - Social Studies

301-827
301-828
301-850

Evaluation and comments on activity:

Students:

Teacher:

10. The teacher constructs a spinner base and pointer from durable material, such as oak tag or poster board. The base is divided into sections which are colored or covered red, white, and blue. The pointer is attached to the center of the base with a brad. The pointer must be loose enough to spin.

11. The Patriotic Bird should be used with the entire group in the beginning. Later, when the students understand the procedure of the activity, it can be used independently by small groups or individual students.

12. The Pledge of Allegiance in its entirety is displayed before the students on a classroom chart.

13. The teacher assists the students with the correct pronunciation and meaning of unfamiliar words.

14. A student volunteer flips the pointer on the spinner base. The color pointed to, on the spinner base, is the color of feather the student can pluck from the "Patriotic Bird."

15. The student reads for the class the phrase printed on the plucked feather, then recites the words that he/she thinks will fill the blanks.

16. The class determines whether the response was correct. The classroom chart can be used as a reference at this point.

17. The teacher instructs the volunteer student to look inside the feather where the correct word phrase is printed. If the response is correct, the student may keep the feather for the duration of the activity. If the response is incorrect, the student volunteer replaces the feather.

18. The activity is continued in this manner to assit the students in reciting the Pledge of Allegiance.

The students will sing the first verse of the Star Spangled Banner. (412)(V)

Title: Elementary - Social Studies
Star Spangled Banner

Topic: Political Science

Time segment: One Time Segment

301-708 (412)(V)

D

Instructional objectives:

To assist students' ability in singing the first verse of the Star Spangled Banner.

Materials:

1. Printed classroom chart of The Star Spangled Banner.
2. Patriotic Bird made in Activity 301-707.
3. Feather materials named in Activity 301-707.

Evaluation:

The student will be able to sing the first verse of The Star Spangled Banner.

Adaptations:

The students perform at a public gathering.

Procedure:

1. The "Patriotic Bird" constructed in Activity 301-707 is also used in this activity.
2. An additional set of feathers is made containing word phrases from The Star Spangled Banner.
3. A chart containing the first verse of The Star Spangled Banner is displayed before the class and the procedure outlined in Activity 301-707 is then followed.

Skills: Elementary - Social Studies

301-827
301-828
301-850

Evaluation and comments on activity:

Students:

Teacher:

The students will explain the origin of the United States flag. (412)(V)

Title: Elementary - Social Studies
United States Flag

Topic: Political Science

Time segment: One Time Segment

301-709 (412)(V)
D

Instructional objectives:

To assist the students in explaining the origin of the United States Flag.

Materials:

1. Resource students.
2. Media material appropriate to grade level.

Evaluation:

The student can explain the origin of the United States Flag.

Adaptations:

The teacher makes a simple paper and pencil test based upon the visiting students' presentation to be completed by each class member.

Procedure:

1. The teacher invites older students in the school, who are involved in the scouting program and have knowledge of the origin of the United States Flag.
2. These students present this information to the class in an interesting and educational manner.
3. The presentation should be planned by the teacher and visiting students. The presentation could be reinforced by the use of audio visual aide appropriate to grade level.
4. The students, in teams of two, make up a verbal question about the origin of the flag. The student teams must also know the answer.
5. When all student teams have their question ready, two groups are formed with team members remaining together.
6. The two groups take turns asking their question for the other group to answer.
7. Each correct response earns one point for that group.

THE FIRST FLAG

Skills: Elementary - Social Studies

301-827
301-828
301-851

Evaluation and comments on activity:

Students:

Teacher:

The students will use small objects to represent large ones. (103)

Elementary Social Studies

TITLE: Small and Large Objects

TOPIC: Geographic Skills

TIME SEGMENT: 45 minutes

301-801 (103)

D

INSTRUCTIONAL OBJECTIVE:

The student will use small objects to represent large ones.

MATERIALS:

Small objects resembling larger ones
Globe
Drawing paper
Crayons

EVALUATION:

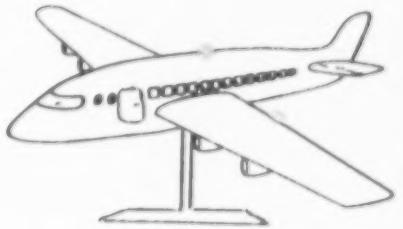
The students will verbalize how small objects can be used to represent large ones.

ADAPTATIONS:

PROCEDURE:

To the teacher:

1. The teacher will need to gather and arrange a display of small familiar items or toys that represent larger items seen or used by the children in everyday life, examples: matchbox cars, toy airplanes, dolls, dollhouses, doll furniture, models, trains, etc.



2. The teacher will discuss the objects with the class. Ask if they are real? What is the difference between the objects the teacher has displayed and the real object it represents?

3. Help the students to conclude that sometimes we use small objects to represent larger ones.

4. Show the globe and talk about what it represents.

5. Allow the students to draw a picture of their choice of object that represents a large object.

Evaluation and Comments on Activity:

Students: _____

_____

_____

Teacher: _____

_____

_____

The students will explain that symbols represent real things. (801)

Elementary Social Studies

TITLE: Symbols

TOPIC: Geographic Skills

TIME SEGMENT: 45 minutes

301-802 (801)

D

INSTRUCTIONAL OBJECTIVE:

The student will explain that symbols represent real things.

MATERIALS:

Chalk
Chalkboard
Pictures of houses, cars, trees, ships, buildings, toys, flags, airplanes, trucks, etc.
Transparency pattern (master included)
Maps or globes

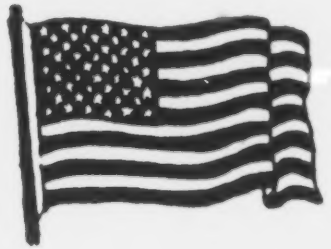
EVALUATION:

The students will explain orally what symbols are and how they represent real things.

ADAPTATIONS:

PROCEDURE:

To the teacher:
Make transparency from transparency pattern.



1. On the chalkboard draw a stop sign, house, traffic light, plus sign, minus sign, a skull and crossbones, and flag.
2. Point to each item in turn and ask the students what it stands for.
3. Show and discuss the pictures located. Talk about what each represents.
4. Explain that sometimes we use small objects or pictures to represent or stand for real things.
5. Have the students try to say in their own words what a symbol is. (A symbol is something that stands for or makes you think of something else.)
6. Tell the students that when they draw pictures of such things as people, animals, and buildings, the lines and the shapes they drew stand for the real things.
7. Show the students a colored map or globe. Discuss what the colors on the map or globe stand for. Discuss that the globe is a symbol of earth. Explain that mapmakers depend on symbols to show many things. They use color as the symbol of water and land. Sometimes they use lines, dots, and stars as symbols for other things.
8. Show transparency and discuss what the symbols might stand for or represent on a map. Write the correct answer under the symbol.

Evaluation and Comments on Activity:

Students: _____

_____

_____

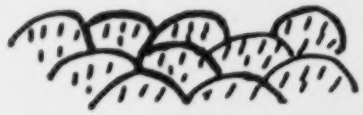
Teacher: _____

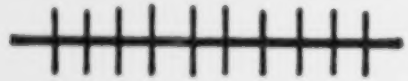
_____

_____

Elementary Social Studies TITLE: Symbols	TOPIC: Geographic Skills	Transparency Pattern	301-802 (801) D

Simple Map Symbols
Transparency Pattern





The students will define the earth as a round ball.
(103)

Elementary Social Studies

TITLE: Round as a Ball

TOPIC: Geographic Skills

TIME SEGMENT: 30 minutes

301-803 (103)

D

INSTRUCTIONAL OBJECTIVE:

The student will define the earth as a round ball.

MATERIALS:

Globe
Ball
Pictures of the earth taken from out in space.

EVALUATION:

The student will orally express the idea of the earth as a round ball.

ADAPTATIONS:

PROCEDURE:

To the teacher:
Students need to have established a background on the globe being a model of the earth.

Students also need to recognize a sphere as being round.

1. Have the globe and a ball on display side by side in the classroom. Encourage the students to touch and feel the ball and globe.

2. Show pictures of the earth from out in space. Discuss the earth's shape with the students. Explore the concept of the earth's roundness.

Evaluation and Comments on Activity:

Students: _____

_____

_____

Teacher: _____

_____

_____

The students will use a globe to point out approximate locations of places discussed. (103)

Elementary Social Studies

TITLE: Globe and Approximate Locations

TOPIC: Geographic Skills

TIME SEGMENT: 45 minutes

301-804 (103)

D

INSTRUCTIONAL OBJECTIVE:

The students will use a globe to point out approximate locations of places discussed.

MATERIALS:

Student Activity Sheet
(Master included)
Globes
Crayons - blue, red, yellow, green

EVALUATION:

Using a globe, the students will point out approximate locations of specific places discussed.

ADAPTATIONS:

PROCEDURE:

To the teacher:

1. In exercises with globes, each student should have his own globe (borrow from other classrooms); or work in groups limited in size by the number of globes.

2. Tell the students our country is part of the world. It can be found on the globe. It is part of a continent called North America. Find and point to North America on the globe. Find the United States on the globe.

3. Have the students place their finger on the United States. Ask the students to move it towards the top of the globe (North Pole). Tell them that in order for their finger to get from the United States to the North Pole, it had to travel north. What direction must it travel to go back to the U.S.?

4. Tell the class that north of the United States is a country called Canada. Let them point to Canada on the globe. South of the U.S. is a country called Mexico. Let the students locate it on their globes.

5. Ask what is to the east and west of North America. Name the oceans. Point out that on most maps and globes, water is shown by the color blue.

6. Give the students the Student Activity Sheet. Discuss the activity sheet. Have the students color the water blue, Canada red, the United States green, and Mexico yellow.

Evaluation and Comments on Activity:

Students: _____

_____

_____

Teacher: _____

_____

_____

NORTH AMERICAN CONTINENT

The students will locate north and south on a globe, identify water and land areas on maps and globes, and locate their city and state on a map. (103)

Elementary Social Studies

TITLE: Map Locations

TOPIC: Geographic Skills

TIME SEGMENT: 45 minutes

301-805 (103)

D

INSTRUCTIONAL OBJECTIVE:

The students will locate north and south on a globe, identify water and land areas on maps and globes, and locate their city and state on a map.

MATERIALS:

Student Activity Sheet pages 1 and 2 (Master included)
Globes
Pictures of North and South Poles
World and state maps
Crayons

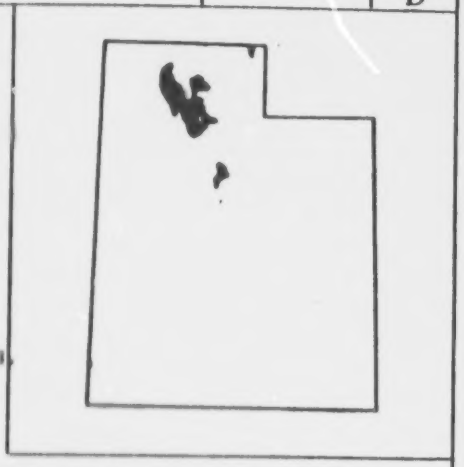
EVALUATION:

The students will correctly label a globe and map with the location of north and south, water and land areas, and their city and state.

ADAPTATIONS:

PROCEDURE:

To the teacher:



1. Duplicate enough copies of the Student Activity Sheet for each student to have one.

2. Students will need to have established a good background and understanding of the globe and maps. They should understand that the earth is their home, that the earth is round, and that the globe is a symbol of the earth. They should know the four cardinal directions.

3. It would be advisable to have as many globes and maps as possible for the students to use. In exercises with globes, each student should have his own globe or work in groups limited in size by the number of globes and maps. Allow students to handle and touch the globes.

4. Discuss with the students where the North Pole is. Ask what they think the North Pole looks like. Show pictures of scenery, people, animals, etc. of the North Pole. Find it on the globe. Have students find the North Pole on their globe.

5. Discuss with students where the South Pole is. Ask what they think you would find at the South Pole. Show pictures. Find it on the globe and help students locate it on their globes.

6. Talk with students about different colors on the globe and map. Ask what they think the colors stand for. Explain that blue is used to indicate water, and that colored areas indicate land. Give students time to look at the globe and maps and study the color. Ask what color they see most of.

7. Using the globe and maps of the U.S., help students locate their own community.

8. On the Student Activity Sheet page 1, have students label north and south, color the land and water, and put an X were their community is.

9. On Student Activity Sheet page 2, have students put an X where their community is locat

Evaluation and Comments on Activity:

Students: _____

_____

_____

Teacher: _____

_____

_____

Elementary Social Studies TITLE: Map Locations	TOPIC: Geographic Skills	Student Activity Sheet Page 2	301-805 (103) D

UNITED STATES
MAP

222

223

Elementary Social Studies TITLE: Map Locations	TOPIC: Geographic Skills	Student Activity Sheet Page 1	301-805 (103) D

WORLD GLOBE

The students will identify that north is toward the North Pole and south is toward the South Pole. (103)

Elementary Social Studies

TITLE: North and South

TOPIC: Geographic Skills

TIME SEGMENT: 30 minutes

301-806 (103)

D

INSTRUCTIONAL OBJECTIVE:

The students will identify that north is towards the North Pole and south is towards the South Pole.

MATERIALS:

Student Activity Sheet and transparency (Master included)
Overhead projector
Pictures of scenery, animals, and people
World globe

EVALUATION:

The students will label the Student Activity Sheet correctly with north and south.

ADAPTATIONS:

PROCEDURE:

To the teacher:

1. The students need to have established a background and understanding of the four cardinal directions.
2. Make a transparency using the Student Activity Sheet and duplicate enough copies of the activity sheet for your students.
3. Show and discuss pictures of the North and South poles with the students.
4. Show the students where the North Pole and South Pole are located on the world globe.
5. On the overhead projector, show the students the transparency of the "World Globe." Point out that this is a picture showing part of the globe. Discuss it with the students. Point out where the North Pole is and where the South Pole is.
6. Write north and south on the transparency.
7. Give the students the Student Activity Sheet.
8. Write north and south on the chalkboard. Make sure the students know what each word is.
9. Have the students label the activity sheet with north and south in the correct places. Let them color the globe picture if they want to.

Evaluation and Comments on Activity:

Students: _____

_____

_____

Teacher: _____

_____

_____

STUDENT ACTIVITY SHEET

WORLD GLOBE

The students will explain the meaning of their address.
(103)

Elementary Social Studies

TITLE: Address

TOPIC: Geography

TIME SEGMENT: 15 - 20 minutes

301-807 (103)

D

INSTRUCTIONAL OBJECTIVE:

The student will explain the meaning of their address.

MATERIALS:

Envelopes or paper cut the shape and size of envelopes 3 1/2" x 6 1/2".

EVALUATION:

The student will be able to explain the importance and meaning of an address and be able to write their own address.

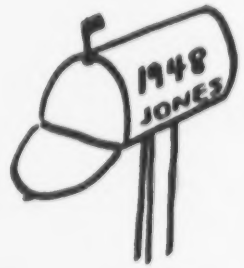
ADAPTATIONS:

PROCEDURE:

To the teacher:

1. Discuss with the students why an address is important.

2. Discuss with the students what information an address gives. Ask: if someone in another town or country are going to write you a letter, what other information will he or she need to write on the envelope?



3. Have the students write their home address on an envelope as it appears on a letter.

4. Have the students practice addressing envelopes with the address of a few of their classmates.

5. Help the students understand that an address is a way of stating a specific location which helps facilitate mail service or finding someone's home or business.

Skills:

Evaluation and Comments on Activity:

Students: _____

_____

_____

Teacher: _____

_____

_____

The students will use approximate distances between familiar places, such as number of blocks from home to school, to describe distances. (103)

Elementary Social Studies
TITLE: Distances

TOPIC: Geographic Skills
TIME SEGMENT: 1 hour

301-808 (103)
D

INSTRUCTIONAL OBJECTIVE:

The students will use approximate distances between familiar places, such as a number of blocks from home to school, to describe distances.

MATERIALS:

Large-scale neighborhood map
Drawing paper
Crayons
Scissors

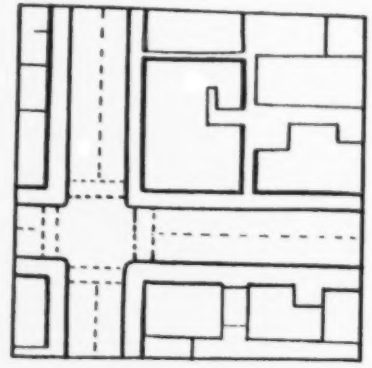
EVALUATION:

Students will be able to calculate distances between familiar places in terms of blocks.

ADAPTATIONS:

PROCEDURE:

To the teacher:



1. The teacher will need to design a large-scale map (drawn to scale) of the school neighborhood outlining the streets near the school. This may be done by enlarging a simple map of the school district with an opaque projector and tracing on a large piece of paper.

2. Play a game with the class. Let the students take turns counting the number of steps it takes them to go to a designated place in the classroom. Point out that counting the number of steps it takes to get to another place is one way of measuring distances or telling how far away or how close something is.

3. Take the students on a walk around the school neighborhood. Measure the distance covered by counting the number of blocks you walk. You can measure the distance by blocks from school to a student's home, a store, a shopping center, or some other specific location.

4. After returning to school, place the neighborhood map on a bulletin board, wall, chalkboard, etc., in the classroom.

5. Talk with the students about the neighborhood map and the walk. Point out that long distances in the neighborhood can be represented by short distances on the map.

6. Have students draw, color, and cut out pictures of the school building and other structures, such as houses, stores, parks, etc., and paste in place on the map.

7. Compare the map with the neighborhood you visited. Discuss how you can measure distances and the distances students used (blocks, steps). Discuss differer[illegible].

Evaluation and Comments on Activity:

Students: _____

_____

_____

Teacher: _____

_____

_____

The students will label the names of the days in order, find special dates on the calendar, and distinguish certain physical characteristics with specific months and seasons. (103)

Elementary Social Studies

TITLE: The Calendar

TOPIC: Geographic Skills

TIME SEGMENT: 30 minutes

301-809 (103)

D

INSTRUCTIONAL OBJECTIVE:

The students will label the names of the days in order, find special dates on the calendar, and distinguish certain physical characteristics with specific months and seasons.

MATERIALS:

Student Activity Sheet (master included)

EVALUATION:

The students will correctly fill out a calendar showing the ways of the week, special dates and appropriate season.

ADAPTATIONS:

247

PROCEDURE:

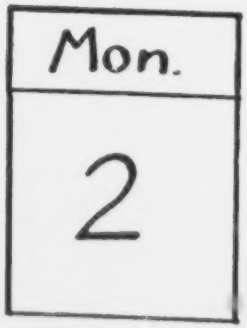
To the teacher:

1. Make copies of the Student Activity Sheet.

2. Discuss the calendar and the current month with the students. Have the students identify the special days included in this month. Help the students determine the current season.

3. Have the students fill in the blank calendar on the Student Activity Sheet. Direct the students to identify special days with a simple illustration. The students should write in the name of the month and the days of the week on the calendar. Allow the students to decorate the blank spaces at the top of the calendar with seasonal pictures.

4. Provide a place for the students to put their completed work.



248

Evaluation and Comments on Activity:

Students: _____

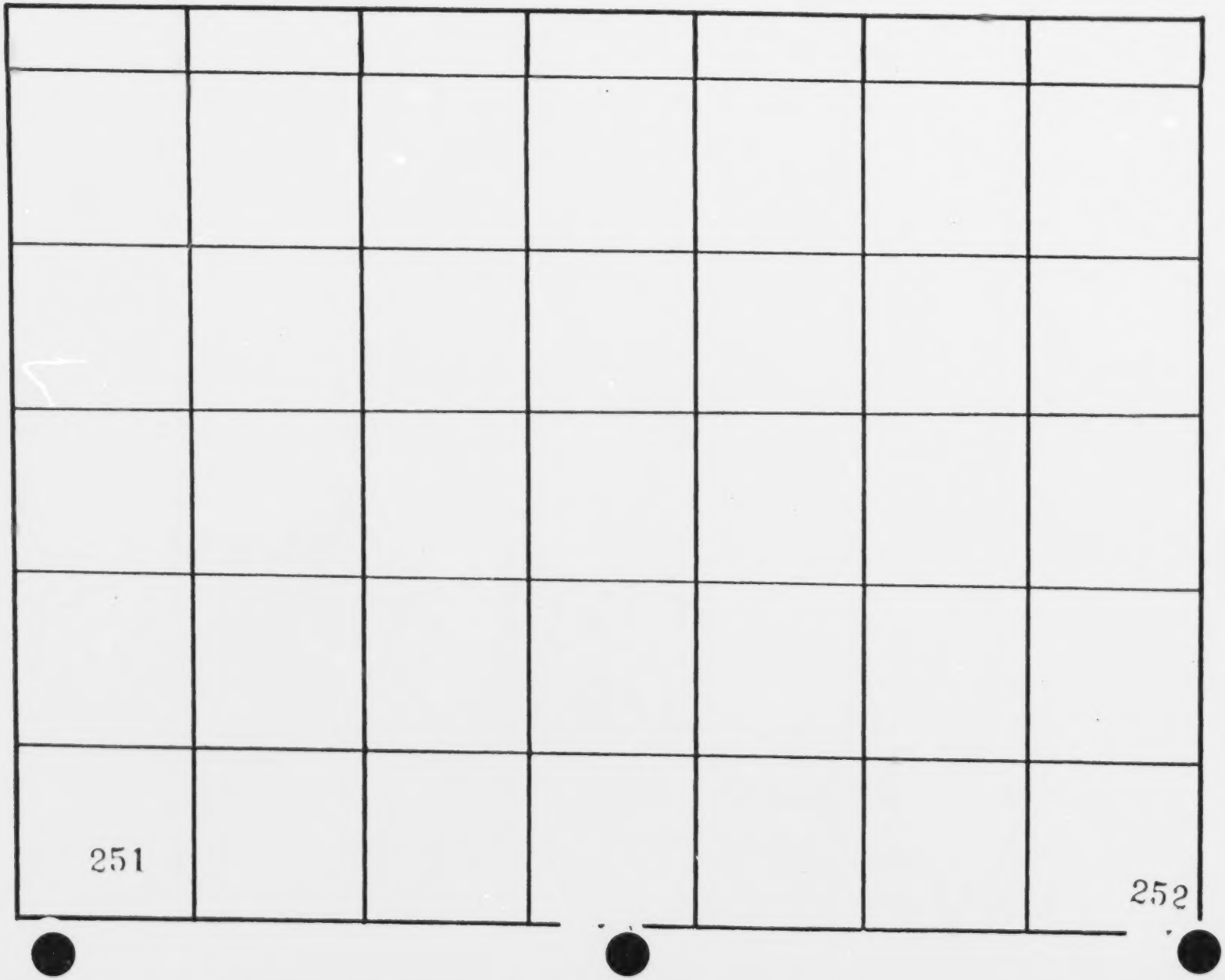
_____

_____

Teacher: _____

_____

_____


251
252

The students will construct a simple, large-scale map of the classroom. (103)

Elementary Social Studies

TITLE: Large-scale Classroom Map

TOPIC: Geographic Skills

TIME SEGMENT: 45 minutes

301-810 (103)

D

INSTRUCTIONAL OBJECTIVE:

Students will construct a simple, large-scale map of the classroom.

MATERIALS:

Classroom map transparency
Teacher information key of the classroom map
(Masters included)
Overhead projector
Drawing paper
Crayons

EVALUATION:

The student will construct a simple, large scale map of the classroom.

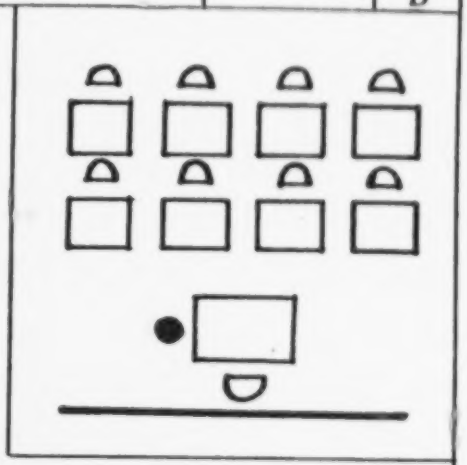
ADAPTATIONS:

PROCEDURE:

To the teacher:

1. Before this objective can be taught, the students need to have some understanding of the concepts "maps," "symbols," and "keys."

2. Make a transparency from the classroom map pattern. Show and discuss with the students the "classroom map" transparency.



3. Discuss the key and what the symbols stand for. Develop the key by writing under each symbol. Find the symbols on the classroom map transparency.

4. Pass out drawing paper to the students. Have them make a simple map of their classroom and devise a key to represent the different objects on their map.

Evaluation and Comments on Activity:

Students: _____

_____

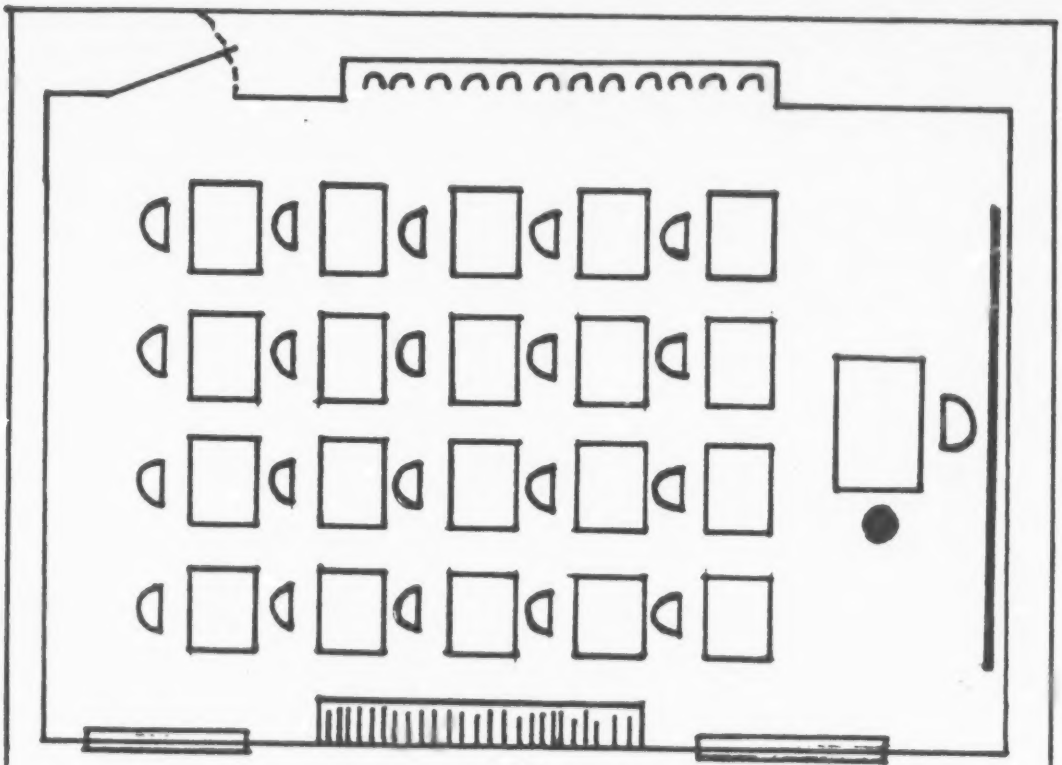
_____

Teacher: _____

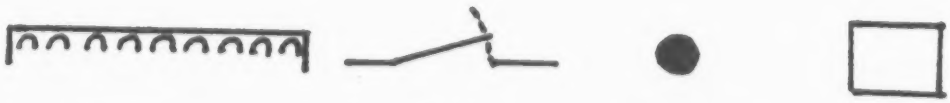
_____

_____

CLASSROOM MAP



KEY

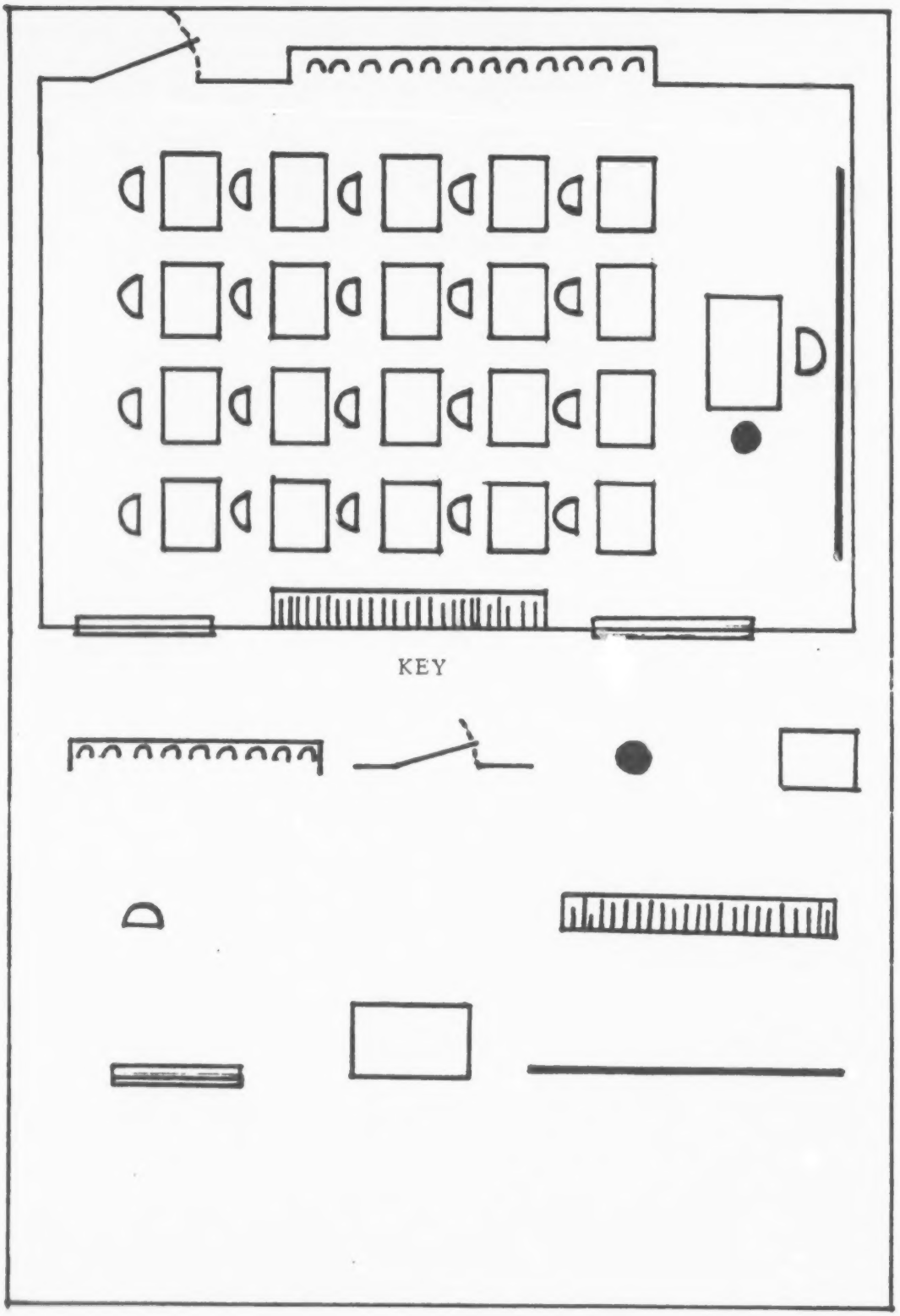


Coatroom | Door | Wastebasket | Desk

Seat | Bookcase

Window | Teacher's Desk | Chalkboard

CLASSROOM MAP



The students will explain simple picture maps. (103)

Elementary Social Studies

TITLE: Simple Picture Maps

TOPIC: Geographic Skills

TIME SEGMENT: 30 to 40 minutes

301-811 (103)

D

INSTRUCTIONAL OBJECTIVE:

The students will explain simple picture maps.

MATERIALS:

Matthew's Map
Teacher information map copy
(Masters included)
Toy car, plush dog, or other toy

EVALUATION:

The students will be able to read and explain a simple picture map.

ADAPTATIONS:

PROCEDURE:

To the teacher:

1. Make copies of Matthew's Map for the students.

2. Students should have a background in the use of the cardinal directions.

3. Show the class a toy car, plush dog, doll, or other toy. Ask the students to tell in what way they are like the real things they represent and in what ways they are different. Explain that a toy car, for example, is a model of a real car. Have students name other models.

4. Bring out that a world globe and maps are models. We can make picture maps of our homes, classroom, neighborhood, etc. Real objects can be represented on a map by using picutres or symbols.

5. Distribute copies of Matthew's Map to the students.

6. Explain that this is a town map made by a boy named Matthew. Discuss the picture map and ask the simple map reading questions about it:
   a. Show the shortest way from Matthew's home to Cherry Hill Farm.
   b. Show a longer way from Matthew's home to the farm.
   c. Show two ways Matthew could go to Indian Park.
   d. What direction is the farm from Matthew's home?
   e. What direction is Matthew's home from Old Bridge?
   f. What direction is Matthew's home from Park Drive?
   g. What direction is the park from State Highway?
   h. What direction is Cherry Hill Shopping Center from Indian Park?
   i. What direction is New Bridge from Wood's Road?

7. Have the children make a key for the picture map.

Evaluation and Comments on Activity:

Students: _____

_____

_____

Teacher: _____

_____

_____

Secondary Social Studies TITLE: Simple Picture Maps	TOPIC: Geographic Skills	Student Activity Sheet	301-811 (103) D

Matthew's Map